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AUTHOR Romano, Richard, Comp.
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ABSTRACT

Broome Community College (BCC) is developing a series of questionnaires to assess the impact of college on its students, and to measure the college's role, if any, in promoting social mobility. The first study in this series focused on the backgrounds, needs, and goals of students who entered BCC during June, July, and August of 1983. Students who had been admitted to the college for the fall term were asked to come to campus in groups of 30 or less for an all day program of orientation and counseling and to register for classes. All students who participated in the summer program (N=1698) completed a 34-item survey. Survey findings, based on 1686 usable responses, included the following: (1) 86.8% indicated they were first-time, full-time students; (2) 50.1% of the respondents were male, 96.1% were white, 77.0% were under 18 years of age, and 94.0% were single; (3) 54.3% indicated their intention to work either full- or part-time while enrolled; (4) 33.9% indicated that their parents would be their main source of financial support; (5) 7.2% indicated that they had previously attended college; and (6) 85.5% had been admitted to their first-choice program. The study report includes data tables detailing survey responses and the questionnaire. (EJV)

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The INSTITUTE for COMMUNITY COLLEGE RESEARCH

BROOME COMMUNITY COLLEGE
STATE UNIVERSITY OF NEW YORK
P.O. BOX 1017
BINGHAMTON, N.Y. 13902
(607) 771-5000

A STATISTICAL PROFILE OF THE ENTERING CLASS AT BROOME COMMUNITY COLLEGE--FALL 1983

STUDENT CHARACTERISTICS, NEEDS AND GOALS

Compiled with an Introduction by
Richard Romano
Director ICCR

Working Paper Series
No. 1 - 85

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Broome Community College (BCC)
ENTERING STUDENT QUESTIONNAIRE - FALL 1983

Introduction

These few pages are meant to explain the method used in obtaining data on students in the entering class of Fall, 1983, at Broome Community College (State University of New York). We also note some of the precautions which should be taken in using the survey data in general and certain questions in particular.

Broome Community College is developing a series of questionnaires to assess the impact of the college on its students. One goal is to measure the role, if any, that the college plays in promoting social mobility. The first part of this series will be a survey of entering students' backgrounds, needs, and goals. In 1983, a survey form was developed and tested on the incoming fall class. Following an analysis of the results, questions in the survey will be refined and placed in a mark sense format for use on a regular basis. Additional surveys intended to collect longitudinal information on each student in the initial survey are in the process of being developed and tested. Once completed, the data will be used to analyze the long run impact of the college on a number of outcome variables. In the meantime, data collected at each stage in the process will be reported because it contains descriptive information which is useful to decision makers on campus and researchers interested in the community college. The first such results are reported here.

Administering the survey

The survey was administered to entering students during the months of June, July, and August of 1983, by trained college counselors under the supervision of the Director of Institutional Research. During this period,

students who have been admitted to the college for the fall semester are asked to come to campus in select groups to register for their classes. Typically this includes an all day program of orientation and counseling where students are organized into groups of 30 or less. It was early in this orientation period that students were asked to fill out the survey form. They were given approximately 45 minutes to complete the 34 questions. All of the students who participated in the summer registration turned in their survey forms and only 12 unusable forms were found among the 1698 received. In addition to the summer sessions, the Office of Institutional Research made the survey form available to new incoming students during the mass registration just before the beginning of classes. This was not a very appropriate setting for conducting the survey and few additional students were captured at this point.

Survey not representative of entire student body

It is important to note that by administering the questionnaire in the summer months, we captured mainly those students who were fresh out of high school and were intent on enrolling as full-time students. Of the 1686 questionnaires processed, 1463 (86.8%) indicated that they would be full-time students without any previous college experience (first-time, full-time students). While this is an important part of the student population, it does not take account of the part-time students and students taking non-credit courses. (See attached enrollment profile). Given this fact, it would not be wise to make generalizations about the entire student body from this stratified sample.

The first-time, full-time cohort is important, however, if we wish to assess the role of the college on social mobility. It is also the only group for which reliable national data exists. This allows us to make direct comparisons between students at this college and those at other 2 and 4-year

colleges around the country. National figures are reported in a series of annual surveys sponsored by the American Council on Education and the Cooperative Institutional Research Program at UCLA, under the direction of Alexander W. Astin. Astin's survey is the most often cited body of information on the characteristics of entering freshmen at American colleges and is the source of many of the generalizations made about the type of students who attend the community college. In order to qualify for inclusion in this data base, colleges must be able to show that they have surveyed at least 50% of their first-time, full-time entering students. The survey at BCC captured 93.7% of this cohort, an unusually high rate for any type of survey.

Aside from taking note of the stratified nature of our sample of the student population, precautions should also be taken in interpreting the following questions:

1) Q #16. Some students may not have completed high school at the time of the survey but would have by the time they enrolled at BCC as full-time students.

2) Q #'s 19 and 20. Because of its complexity, data on parental occupations is not directly reported. The responses were coded using the standard three-digit U. S. Bureau of Census code. The results are summarized in Part 2, Table 6. The assignment of these occupational codes is often subjective. We have been as careful as possible in the coding process and several factors lead us to believe that errors have been kept to a minimum. The area is geographically small enough so that a large number of the respondents' parents worked for one of the few large industrial employers. The coders were long-time residents of the area and had a personal knowledge of approximately 2% of the families. Another 3% were verified by telephone interviews.

Census codes were then recoded into the occupational prestige scores most often used by sociologists, the Duncan socioeconomic index - SEI. The SEI Index, together with information on parental educational level and income, provides a measure of the social origins of the respondents.

3) Q #21. Results on this question are presented in Part 2, List A, which was part of the original survey form. Transfer programs are defined as those degree programs at BCC which are advertised as transfer oriented and which have at least 60% of the graduates transferring to 4-year colleges. On List A, curricula with code numbers 02, 07, 13, 22, 23, and 27 meet this criterion. The rest are classified as non-transfer programs.

4) Q #27. BCC has very few certificate or diploma programs. Respondents might have confused the words diploma and degree. If this were true to any significant extent, certain uses of this question would not be reliable.

5) Q #33. While student reports of parental educational level and occupation have been found to be highly reliable, student reports of family income are not. We are in the process of checking these reports against the actual tax records submitted by students for financial aid purposes. A separate report will be issued on these response errors. A family income variable was created by adding the mid-points of each income class and using $40,000 for the open-ended upper-class. Some distortions may result from using this method.

Survey results

In this report only the frequencies for each question are presented. They are reported on a copy of the actual survey form as the percentage of the respondents choosing that selection. The survey form contains 34 questions, a number of which require multiple responses. In all, 90 usable variables were obtained. One new variable--family income--was created. The

data were compiled using the SPSS computer program. Upon careful examination of an early run of the data, it became evident that two questions (#25 and #32) had a considerable number of keypunch and coding errors which made the frequencies misleading. For this reason the results of these questions have not been reported.

The responses to the other questions have been verified and presented here in two separate parts. Part 1 reports on all of the 1686 usable questionnaires in the data base. The percentages reported include those respondents who did not answer that question or who gave an invalid response. An invalid response has been defined as one which results from no response to the question, a response other than those asked for, or a key punch error. In some cases the no response error has been reported separately from the others. Part 2 reports on only the 1463 first-time, full-time students. The percentages reported, for the most part, exclude invalid responses (missing values) and therefore represent the percentage of students who gave a valid response to that question. Research reports utilizing this data would generally cite the figures presented in Part 2.

The additional tables presented,using the data in Part 2,are a preliminary attempt to compare the entering students at BCC with local demographic data and first-time, full-time students at other 2 and 4-year colleges.

BROOME COMMUNITY COLLEGE

Profile of students enrolled in credit courses
Fall 1983 semester

Total number of students in credit courses	7132*
Total number of full-time students	4052*
Total number of part-time students	3080*
Total number of first-time, full-time students	1562*
Total number of first-time, full-time students included in entering student survey	1463

* Source: Compilation of Statistical Data Concerning the Community Colleges of the State University of New York. Albany, NY: State University of New York, 1984. These are 3rd week statistics. Earlier enrollment figures do not distinguish between full-time and part-time students. During the first 3 weeks of classes the college lost 40 full-time equivalent students (FTE's). Enrollment in the first week was recorded at 5232 FTE's, and at the end of the third week it was 5192 FTE's. Most students do not drop out completely but switch from full-time to part-time status.

REFERENCES

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P A R T I

Fall 1983 Entering Class - Broome Community College

Frequencies (%) of all (1686) respondents

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Broome Community College

Student Survey

The information in this survey is being collected to assist the college in improving programs and services for students. The data you supply will be kept confidential and will not be individually listed on any report. Identifying information is requested to make follow-ups possible.

Directions. Please read each question carefully. Specific directions are given for completing some of the questions. Where no special direction is given, place a check before the single most appropriate response to that question.

PLEASE PRINT.

1. Name _____

Permanent Address _____

Telephone (_____
Area C.

Local Address
(If Different) ___

_____
City State Zip Code

Frequencies (%) of all Respondents (1686)
Fall 1983 Entering Class

Invalid responses included.
For questions #16, 19, 20, 21, 27 and 33, see introduction

2. Social Security Number ☐☐☐-☐☐-☐☐☐☐

3. Birth Date ☐☐ ☐☐ ☐☐
Mo. (01-12) Day (01-31) Year

4. What is your sex?

50.1 Male

49.1 Female 0.8 invalid

5. How do you describe yourself?

.8 1. American Indian, Alaskan Native

.7 2. Asian American, Pacific Islander, or Filipino .2 invalid

.9 3. Black or Afro-American

.5 4. Hispanic, Chicano, or Spanish-speaking American

96.1 5. White or Caucasian

.8 6. Other

6. What is your age?

77.0	1. 18 or under	1.2	5. 22	1.0	9. 40 to 49
6.7	2. 19	3.8	6. 23 to 25	0.0	10. 50 to 59
2.9	3. 20	1.8	7. 26 to 29	0.0	11. 60 or over
2.5	4. 21	2.8	8. 30 to 39	.2	invalid

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7. What is your marital status?

94.0 1. Not presently married
4.7 2. Married, living with spouse
1.1 3. Married, not living with spouse

1.2 invalid

8. Do you support any dependent persons?

93.5 1. No
2.7 2. Yes, one
1.8 3. Yes, two
1.2 4. Yes, three
0.5 5. Yes, four or more

0.3 invalid

9. Do you consider yourself to have a permanent handicap? (Check all that apply.)

93.8 1. No
0.5 2. Yes, hearing
0.1 3. Yes, speech
1.5 4. Yes, vision
0.2 5. Yes, mobility
0.2 6. Yes, learning
0.7 7. Other

0.9 invalid

10. What is your residence classification?

77.5 1. Broome County resident
17.7 2. Other New York State resident
4.3 3. Out-of-state resident
0.3 4. International student (not a U. S. Citizen)

0.3 invalid

11. What is your enrollment status?

94.1 1. Primarily for credit, full-time (12 or more credit hours each term enrolled)
4.2 2. Primarily for credit, part-time (less than 12 credit hours each term enrolled)
1.0 3. Primarily not for credit

0.7 invalid

12. Which of the following statements best applies to your main activity during the six months before you entered this college?

73.8 1. High school student
1.5 2. Attending school or college somewhere else
0.9 3. Military service
2.9 4. Homemaking
9.7 5. Full-time employment
7.2 6. Part-time employment
3.2 7. Unemployed
0.5 8. Other

13. What will your primary employment or occupation status be during your first term at our college? (Place a check next to the most appropriate response.)

54.3 1. Employed, full- or part-time
2.8 2. Homemaker, not employed outside of home
29.3 3. Not employed, but would like to work
12.2 4. Not employed and do not care to work while attending college.

→ Go to Question 14

1.4 invalid

How many hours per week will you be employed? (Check only one.)

6.0 1. 1 to 10
26.2 2. 11 to 20
13.2 3. 21 to 30
2.8 4. 31 to 40
0.5 5. Over 40
17.4 6. Undecided

33.7 no response
0.1 invalid

14. Which of the following will be the MAIN source of financing for your education?

17.0	1. Employment (summer or school year)	13.5	6. Loans
11.2	2. Personal savings	33.9	7. Parents or relatives
0.8	3. Social Security benefits	0.8	8. Spouse's savings or earnings
1.1	4. Military service benefits	0.8	9. Other
19.6	5. Scholarships or grants (TAP, Pell grants, Regents award, etc.	1.3	invalid

15. Will you receive any type of federal, state, or college-sponsored financial aid while attending this college? (Includes scholarships, grants, work-study programs, TAP, etc.)

46.5	1. Yes	6.3	no response
47.1	2. No	0.1	invalid

16. What is the highest level of formal education that you have completed?

1.0	1. 8 years of school or less
21.7	2. Some high school (9th through 11th grades or part of 12th grade)
67.4	3. High school diploma or high school equivalency diploma
1.4	4. Business, trade, or vocational school
6.0	5. Attended college but did not complete a degree
0.4	6. Received Associate degree (2-year degree)
0.4	7. Received Bachelor's degree (4-year degree)
0.0	8. Received Master's degree
0.4	9. Received other professional or graduate degree

17. What was your approximate average in high school? (Estimate the letter grade from whatever system was used at your school.)

4.4	1. A or A+	13.8	6. C+
6.9	2. A-	6.9	7. C or C-
20.5	3. B+	0.2	8. D or lower
29.0	4. B	0.6	9. Does not apply
16.4	5. B-	1.3	invalid

18. What is the highest level of formal education obtained by your parents or guardians? (Place a check next to one response in each column.)

	Father	Mother
1. 8 years of school or less	3.4	2.4
2. Some high school	9.6	7.9
3. High school graduate	37.4	51.4
4. Some post-secondary education, including college, vocational, or technical school	14.3	11.8
5. Two-year college graduate	7.4	7.1
6. Four-year college graduate	12.4	7.1
7. Some graduate school	1.4	1.1
8. Graduate or professional degree	6.0	4.8
9. Don't know	5.7	4.3
10. no response	2.4	2.1

19. What kind of work does your father or male guardian do? Please be as specific as possible. For example, "automobile salesman" rather than just "salesman." If not currently employed, or if deceased or away from home, give the title of the occupation last held. Answer even if you are not dependent upon your parents for financial support.

Not reported here - see introduction and Part II Table 6

Specific name or title of father's job

20. What kind of work does your mother or female guardian do? Follow the same general directions as in the above question about your father. Write "homemaker" if she is not employed outside the home.

Not reported here--see Introduction and Part II Table 6

Specific name or title of mother's job

21. What is your intended college curriculum or area of study? Look at List A and enter in the boxes below the code number of your curriculum or major area of study.

Not reported here--see List A for data [ ][ ]

22. Is this intended college curriculum area your first choice?

85.5 1. Yes — 2.4 invalid

3.8 2. No, I chose another but wasn't admitted.

6.9 3. No, for other reasons

1.4 4. Does not apply

23. How many other colleges did you apply to for admission this year?

68.4 1. None — 3.3 4. 3 — 0.8 invalid

15.7 2. 1 — 2.1 5. 4

9.0 3. 2 — 0.8 6. 5 or more

24. a. Was our college your first choice?

82.2 1. Yes — 1.0 invalid

16.8 2. No

b. If no, what kind of college was your first choice?

4.3 1. A public two-year college — 80.6 no response

9.7 2. A public four-year college or university

3.9 3. A private college or university — 0.1 invalid

1.5 4. A vocational/technical school, hospital school of nursing, trade school, business school, or other specialized school.

25. How did you learn about our college? (Please place a check next to items that apply.)

Question invalid--results not tabulated.

1. From people at my high school
2. From relatives, friends, or acquaintances
3. From a representative of this college
4. From a college placement service or some other education-information service
5. From a college catalog
6. From material I received in the mail
7. From material I read in a newspaper
8. From a radio or TV advertisement
9. From an information display at an education fair, shopping center, or similar location
10. Other

26. How important was each of the following reasons in deciding to attend this college?

	Very Important	Somewhat Important	Not Important	No response/ invalid
1. Advice of parents or relatives.	40.3	45.1	12.3	0.1
2. Advice of high school counselor or teacher.	20.0	46.7	30.1	0.1
3. Advice of present or former student(s).	22.2	47.6	27.2	0.1
4. Contact with college representatives.	15.6	33.2	45.3	5.9
5. Employer's suggestion.	6.5	18.0	68.6	6.9
6. Costs of attending the college.	49.9	34.3	12.6	3.1
7. Close to home.	54.4	32.6	10.7	2.3
8. Friends attend the college.	20.5	40.5	35.4	3.6
9. Opportunity for part-time work.	32.8	37.5	25.8	3.9
10. The reputation or educational standards of the college.	45.3	40.9	9.3	4.5
11. Availability of a particular educational program.	48.5	37.7	10.3	3.4
12. Chance of getting admitted.	40.1	35.9	20.3	3.7
13. Opportunity to obtain financial aid.	28.0	32.4	35.2	4.4
14. The facilities (classrooms, laboratories, etc.) available.	22.4	49.5	23.7	4.4
15. The type of students who attend the college.	10.6	46.3	39.0	4.2
16. Sports and extracurricular activities available.	9.9	39.1	46.9	4.1
17. College size.	9.7	44.2	42.3	3.7
18. Inability to find a job.	9.9	17.8	66.5	5.6
19. Couldn't find anything better to do at the time.	2.2	6.8	85.3	5.7

27. What is the highest academic award or degree you eventually hope to obtain?

2.0 1. None
7.9 2. Certificate or diploma
28.4 3. Associate degree (2-year degree)
40.0 4. Bachelor's degree (4-year degree)
15.1 5. Master's degree
2.2 6. Doctorate (Ph.D., Ed.D., etc.)
3.1 7. Professional degree (law, medicine, etc.)
1.5 invalid

28. Which one of these statements about your career choice best applies to you?

58.0 1. I have made a fairly definite career choice.
32.2 2. I have made a career choice although it is tentative.
8.0 3. I am undecided or am postponing my career choice.
1.8 invalid

29. The following statements reflect the goals of many college students. How important is each of the following goals to you in obtaining a college education?

Academic Goals	Very Important	Somewhat Important	Not Important	No response/ invalid
1. To increase my knowledge and understanding in an academic field.	89.8	8.5	0.4	1.3
2. To obtain a certificate or degree.	83.0	14.2	1.4	1.4
3. To complete courses necessary to transfer to another educational institution.	52.6	28.8	16.4	2.2
Career-Preparation Goals				
4. To identify my career interests.	67.1	26.6	3.7	2.6
5. To develop long-term career plans and/or goals.	75.1	20.6	1.9	2.4
6. To prepare to enter a new career.	60.1	25.0	12.0	2.8

29. (cont.)

Career-Improvement Goals	Very Important	Somewhat Important	Not Important	No response/ invalid
7. To improve the knowledge, technical skills, and/or competencies required for my present job or career.	55.9	16.4	24.4	3.3
8. To increase my chances for a raise and/or promotion.	45.0	24.1	26.8	4.1
Personal-Development Goals				
9. To increase my self-confidence.	59.1	33.3	5.3	2.4
10. To improve my leadership skills.	47.6	40.6	9.4	2.4
11. To improve my ability to get along with others.	42.1	39.6	15.3	3.0
12. To learn skills that will enrich my daily life or make me a more complete person.	56.6	33.1	7.6	2.7
13. To develop my ability to be independent, self-reliant, and adaptable.	66.3	25.5	4.9	3.4
Social and Cultural Goals				
14. To become actively involved in student life and campus activities.	22.5	54.8	20.0	2.7
15. To increase my participation in cultural and social events.	22.5	52.0	22.7	2.8
16. To meet new people.	43.8	45.1	8.5	2.8

30. Do you plan to transfer to a four-year college or other post-secondary institution?

4.3 1. Yes, before completing my program at this college.

42.6 2. Yes, directly after I finish my program at this college. 2.9 invalid

9.7 3. Yes, but at some later time.

17.0 4. No, I do not plan to transfer.

23.4 5. I do not know my plans at this time.

31. For each of the following items, mark the response that best indicates your need for assistance or development in that area while you are in college. (Place a check under only one response for each item.)

Educational and Study Skills	Invalid	High Need for Assistance	Some Need for Assistance	Little or No Assistance Needed
1. Increasing my reading speed.	3.3	11.4	40.5	44.8
2. Improving my understanding of what I read.	3.4	10.6	44.6	41.5
3. Improving my mathematics skills.	3.1	24.7	47.7	24.5
4. Improving my study skills.	3.2	25.0	49.3	22.5
5. Developing my speaking ability.	3.5	11.4	38.6	46.5
6. Improving my test-taking skills.	3.3	18.1	50.2	28.4
7. Learning to use the library.	3.9	6.8	34.2	55.0
8. Improving my writing skills	4.4	15.2	51.5	28.8
Career Planning and Development				
9. Identifying possible careers which fit my interests and abilities.	3.4	23.6	45.3	27.7
10. Finding a part-time job.	3.9	17.1	27.1	51.7
11. Obtaining a full-time job in my career after graduation.	4.3	42.3	36.6	16.8
12. Learning how to apply and interview for a job.	4.3	20.1	45.0	30.6
13. Identifying my own abilities, skills, and	21.9	15.9	39.0	23.2

31. (cont.)

	Invalid	High Need for Assistance	Some Need for Assistance	Little or No Assistance Needed
Educational Planning and Development				
14. Learning about the specific requirements for my educational program.	2.9	23.0	60.7	13.4
15. Obtaining help with enrollment procedures, including registration.	3.2	18.9	55.6	22.4
16. Obtaining help in transferring to a four-year college or other educational institution.	3.8	21.2	41.8	33.3
17. Learning about the services available for physically handicapped students.	4.0	1.1	7.9	87.0
18. Obtaining child care services.	4.6	2.2	6.3	86.9
19. Obtaining transportation to and from campus (car pooling, bus, etc.).	4.7	5.5	16.0	73.8
Personal Development				
20. Learning how to make better decisions and solve personal problems.	3.5	9.1	39.1	48.3
21. Learning how to make more or closer friends.	3.7	5.8	26.3	64.3
22. Learning how to manage my time better.	3.5	12.9	41.2	42.5
23. Setting goals in my life.	4.0	13.0	35.6	47.4
24. Coping with pressures from friends, family, school, and self.	3.8	8.9	32.0	55.3
25. Learning how to stay physically and mentally healthy.	4.0	6.8	28.4	60.9

32. What organizations, clubs, or extracurricular activities would you be interested in participating in during college? (Place a check next to all that apply.)

1. Intercollegiate sports
2. Intramural or club sports
3. Dramatics
4. Campus publications (newspaper, yearbook)
5. Choral groups
6. Instrumental music
7. Outing club
8. Adult student club
9. Student government
10. Cheerleading
11. Minority student organization
12. Social service organizations
13. Curriculum-related organization (Future Secretaries, Engineering Science Club, Student Nurses Association, etc.)
14. Religious organizations
15. Other

Questions invalid - results not tabulated

33. To the best of your knowledge which of the following intervals most closely describes your parents' or guardians' income last year? Include total annual income before taxes from all sources. Check one response for each parent even if you are not dependent upon your parents for financial support.

	Father	Mother
1. Not employed	2.7	25.6
2. Less than $3,000	0.7	5.0
3. $ 3,000 to $ 5,999	0.5	4.6
4. $ 6,000 to $ 8,999	1.8	5.9
5. $ 9,000 to $11,999	2.7	6.7
6. $12,000 to $14,999	4.6	5.8
7. $15,000 to $17,999	4.3	4.0
8. $18,000 to $20,999	5.9	2.6
9. $21,000 to $23,999	5.3	1.5
10. $24,000 to $26,999	7.5	0.8
11. $27,000 to $29,999	5.8	0.5
12. $30,000 to $34,999	5.2	0.5
13. $35,000 to $39,999	4.4	0.2
14. $40,000 and over	8.2	0.3
15. Don't know/not applicable	31.0	24.5
No response	9.6	11.4

34. What is your expected income from all sources this year while you are in college?

17.2 1. Not employed

35.2 2. Less than $3,000

11.3 3. $ 3,000 to $ 5,999

2.0 4. $ 6,000 to $ 8,999

0.9 5. $ 9,000 to $11,999

0.8 6. $12,000 to $14,999

0.7 7. $15,000 to $17,999

0.4 8. $18,000 to $20,999

0.5 9. $21,000 to $23,999

0.7 10. $24,000 to $26,999

0.4 11. $27,000 to $29,999

0.7 12. $30,000 to $34,999

0.4 13. $35,000 to $39,999

0.5 14. $40,000 and over

23.3 15. Don't know/not applicable

5.3 No response

P A R T I I

Fall 1983 Entering Class - Broome Community College

Frequencies (%) of first-time, full-time (1463) respondents

Supplemental Tables 1.1, 1.2, 2.1, 2.2, 3.1,
3.2, 4, 5, 6, 7 and List A

Broome Community College
Student Survey

The information in this survey is being collected to assist the college in improving programs and services for students. The data you supply will be kept confidential and will not be individually listed on any report. Identifying information is requested to make follow-ups possible.

Directions. Please read each question carefully. Specific directions are given for completing some of the questions. Where no special direction is given, place a check before the single most appropriate response to that question.

PLEASE PRINT.

1. Name _____

Permanent Addre

Telephone ( )
Are

Local Address
(If Different)

City State Zip Code

2. Social Security Number ☐☐☐ - ☐☐ - ☐☐☐☐

3. Birth Date ☐☐ ☐☐ ☐☐
Mo. (01-12) Day (01-31) Year

Frequencies (%) of First-Time, Full-Time Respondents (1463)

Fall 1983 Entering Class

Most invalid responses excluded--see introduction

4. What is your sex?

51.9 Male
48.0 Female
0.1 invalid

5. How do you describe yourself?

0.5 1. American Indian, Alaskan Native
0.5 2. Asian American, Pacific Islander, or Filipino
0.8 3. Black or Afro-American
0.5 4. Hispanic, Chicano, or Spanish-speaking American
97.0 5. White or Caucasian
0.7 6. Other

6. What is your age?

84.2 1. 18 or under
6.0 2. 19
2.1 3. 20
1.6 4. 21
1.0 5. 22
2.6 6. 23 to 25
1.0 7. 26 to 29
1.1 8. 30 to 39
0.5 9. 40 to 49
0.0 10. 50 to 59
0.0 11. 60 or over

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7. What is your marital status?

97.0 1. Not presently married
2.3 2. Married, living with spouse
0.8 3. Married, not living with spouse

8. Do you support any dependent persons?

96.1 1. No
2.1 2. Yes, one
1.1 3. Yes, two
0.6 4. Yes, three
0.2 5. Yes, four or more

9. Do you consider yourself to have a permanent handicap? (Check all that apply.)

96.8 1. No
.5 2. Yes, hearing
.1 3. Yes, speech
1.6 4. Yes, vision
.3 5. Yes, mobility
0 6. Yes, learning
.7 7. Other

10. What is your residence classification?

79.0 1. Broome County resident
16.7 2. Other New York State resident
4.0 3. Out-of-state resident
0.3 4. International student (not a U. S. Citizen)

11. What is your enrollment status?

100.0 1. Primarily for credit, full-time (12 or more credit hours each term enrolled) sample includes only full-time students
0.0 2. Primarily for credit, part-time (less than 12 credit hours each term enrolled)
0.0 3. Primarily not for credit

12. Which of the following statements best applies to your main activity during the six months before you entered this college?

80.6 1. High school student
0.5 2. Attending school or college somewhere else
0.6 3. Military service
1.8 4. Homemaking
6.9 5. Full-time employment
6.4 6. Part-time employment
2.6 7. Unemployed
0.5 8. Other

13. What will your primary employment or occupation status be during your first term at our college? (Place a check next to the most appropriate response.)

55.8 1. Employed, full- or part-time
1.9 2. Homemaker, not employed outside of home
30.2 3. Not employed, but would like to work
12.1 4. Not employed and do not care to work while attending college.

→ Go to Question 14

How many hours per week will you be employed? (Check only one.)

12.7 1. 1 to 10
56.8 2. 11 to 20
27.0 3. 21 to 30
2.9 4. 31 to 40
0.6 5. Over 40
___ 6. Undecided counted as missing value

14. Which of the following will be the MAIN source of financing for your education?

16.7	1. Employment (summer or school year)	13.8	6. Loans
11.1	2. Personal savings	36.2	7. Parents or relatives
0.6	3. Social Security benefits	0.3	8. Spouse's savings or earnings
1.0	4. Military service benefits	0.8	9. Other
19.6	5. Scholarships or grants (TAP, Pell grants, Regents award, etc.		

15. Will you receive any type of federal, state, or college-sponsored financial aid while attending this college? (Includes scholarships, grants, work-study programs, TAP, etc.)

49.5 1. Yes

50.5 2. No

16. What is the highest level of formal education that you have completed?

Sample includes only first-time students--see introduction

1.2 1. 8 years of school or less

23.8 2. Some high school (9th through 11th grades or part of 12th grade)

73.8 3. High school diploma or high school equivalency diploma

1.3 4. Business, trade, or vocational school

5. Attended college but did not complete a degree

6. Received Associate degree (2-year degree)

7. Received Bachelor's degree (4-year degree)

8. Received Master's degree

9. Received other professional or graduate degree

17. What was your approximate average in high school? (Estimate the letter grade from whatever system was used at your school.)

4.7	1. A or A+	13.3	6. C+
7.3	2. A-	6.4	7. C or C-
21.5	3. B+	0.1	8. D or lower
29.6	4. B	___	9. Does not apply
17.0	5. B-		

Counted as missing value

18. What is the highest level of formal education obtained by your parents or guardians? (Place a check next to one response in each column.)

	Father	Mother
1. 8 years of school or less	3.1	2.2
2. Some high school	10.5	8.4
3. High school graduate	41.2	55.4
4. Some post-secondary education, including college, vocational, or technical school	15.0	12.5
5. Two-year college graduate	8.6	7.8
6. Four-year college graduate	14.0	7.5
7. Some graduate school	1.3	1.0
8. Graduate or professional degree	6.3	5.1
9. Don't know	Counted as missing value	

19. What kind of work does your father or male guardian do? Please be as specific as possible. For example, "automobile salesman" rather than just "salesman." If not currently employed, or if deceased or away from home, give the title of the occupation last held. Answer even if you are not dependent upon your parents for financial support.

SEE SUMMARY TABLE 6

Specific name or title of father's job

20. What kind of work does your mother or female guardian do? Follow the same general directions as in the above question about your father. Write "homemaker" if she is not employed outside the home.

SEE SUMMARY TABLE 6

Specific name or title of mother's job

21. What is your intended college curriculum or area of study? Look at List A and enter in the boxes below the code number of your curriculum or major area of study.

☐☐ SEE LIST A

22. Is this intended college curriculum area your first choice?

89.6 1. Yes

3.7 2. No, I chose another but wasn't admitted.

6.8 3. No, for other reasons

___ 4. Does not apply counted as missing value

23. How many other colleges did you apply to for admission this year?

67.0 1. None 3.6 4. 3

16.4 2. 1 2.3 5. 4

9.8 3. 2 1.0 6. 5 or more

24. a. Was our college your first choice?

82.2 1. Yes 0.1 invalid

17.7 2. No

b. If no, what kind of college was your first choice?

19.8 1. A public two-year college

51.2 2. A public four-year college or university 0.3 invalid

20.5 3. A private college or university 80.0 no response

8.2 4. A vocational/technical school, hospital school of nursing, trade school, business school, or other specialized school.

25. How did you learn about our college? (Please place a check next to items that apply.)

Invalid question--results not tabulated

___ 1. From people at my high school

2. From relatives, friends, or acquaintances

3. From a representative of this college

4. From a college placement service or some other education-information service

5. From a college catalog

6. From material I received in the mail

7. From material I read in a newspaper

8. From a radio or TV advertisement

9. From an information display at an education fair, shopping center, or similar location

10. Other

26. How important was each of the following reasons in deciding to attend this college?

	Very Important	Somewhat Important	Not Important	No response/ Invalid
1. Advice of parents or relatives.	42.2	46.6	9.6	1.5
2. Advice of high school counselor or teacher.	20.9	49.1	27.7	2.3
3. Advice of present or former student(s).	22.5	48.9	26.4	2.2
4. Contact with college representatives.	15.2	34.1	45.7	5.0
5. Employer's suggestion.	6.2	18.0	69.5	6.3
6. Costs of attending the college.	50.6	35.3	11.6	2.5
7. Close to home.	54.5	33.3	10.5	1.7
8. Friends attend the college.	21.3	42.4	33.6	2.8
9. Opportunity for part-time work.	33.4	39.1	24.3	3.1
10. The reputation or educational standards of the college.	45.3	41.5	9.1	4.1
11. Availability of a particular educational program.	47.6	39.0	10.9	2.5
12. Chance of getting admitted.	40.4	36.1	20.6	2.9
13. Opportunity to obtain financial aid.	28.2	32.8	35.1	3.8
14. The facilities (classrooms, laboratories, etc.) available.	22.1	51.1	23.2	3.5
15. The type of students who attend the college.	11.3	48.0	37.6	3.1
16. Sports and extracurricular activities available.	10.5	40.7	45.5	3.3
17. College size.	10.0	45.7	41.2	3.0
18. Inability to find a job.	9.1	17.8	67.9	5.1
19. Couldn't find anything better to do at the time.	1.7	6.6	86.8	4.9

27. What is the highest academic award or degree you eventually hope to obtain?

1.7 1. None
8.5 2. Certificate or diploma
27.4 3. Associate degree (2-year degree)
41.6 4. Bachelor's degree (4-year degree)
15.4 5. Master's degree
2.2 6. Doctorate (Ph.D., Ed.D., etc.)
3.2 7. Professional degree (law, medicine, etc.)

28. Which one of these statements about your career choice best applies to you?

58.2 1. I have made a fairly definite career choice.
34.1 2. I have made a career choice although it is tentative.
7.6 3. I am undecided or am postponing my career choice.

0.1 invalid

29. The following statements reflect the goals of many college students. How important is each of the following goals to you in obtaining a college education?

Academic Goals	Very Important	Somewhat Important	Not Important	No response/ Invalid
1. To increase my knowledge and understanding in an academic field.	90.2	8.3	.3	1.2
2. To obtain a certificate or degree.	83.0	14.5	1.2	1.4
3. To complete courses necessary to transfer to another educational institution.	54.3	28.7	15.2	1.8
Career-Preparation Goals				
4. To identify my career interests.	68.3	26.3	3.3	2.1
5. To develop long-term career plans and/or goals.	75.3	20.8	1.8	2.1
6. To prepare to enter a new career.	59.5	25.2	12.8	2.5

29. (cont.)

	Very Important	Somewhat Important	Not Important	No response/ invalid
Career-Improvement Goals				
7. To improve the knowledge, technical skills, and/or competencies required for my present job or career.	56.0	16.7	24.0	3.3
8. To increase my chances for a raise and/or promotion.	45.0	24.0	26.9	4.1
Personal-Development Goals				
9. To increase my self-confidence.	57.6	34.9	5.4	2.1
10. To improve my leadership skills.	46.7	41.6	9.5	2.1
11. To improve my ability to get along with others.	42.0	39.9	15.2	2.9
12. To learn skills that will enrich my daily life or make me a more complete person.	55.6	34.1	7.7	2.6
13. To develop my ability to be independent, self-reliant, and adaptable.	66.1	25.9	4.9	3.1
Social and Cultural Goals				
14. To become actively involved in student life and campus activities.	24.1	55.8	17.6	2.4
15. To increase my participation in cultural and social events.	23.1	53.9	20.4	2.6
16. To meet new people.	44.9	45.6	7.2	2.4

30. Do you plan to transfer to a four-year college or other post-secondary institution?

4.6 1. Yes, before completing my program at this college.

46.5 2. Yes, directly after I finish my program at this college.

8.5 3. Yes, but at some later time.

16.4 4. No, I do not plan to transfer. 0.1 invalid

23.8 5. I do not know my plans at this time.

31. For each of the following items, mark the response that best indicates your need for assistance or development in that area while you are in college. (Place a check under only one response for each item.)

	Invalid	High Need for Assistance	Some Need for Assistance	Little or No Assistance Needed
Educational and Study Skills				
1. Increasing my reading speed.	3.1	10.6	41.9	44.5
2. Improving my understanding of what I read.	3.1	10.1	45.5	41.3
3. Improving my mathematics skills.	3.0	23.0	48.5	25.5
4. Improving my study skills.	2.9	24.4	49.9	22.8
5. Developing my speaking ability.	3.2	10.9	38.2	47.6
6. Improving my test-taking skills.	3.1	17.6	51.1	28.2
7. Learning to use the library.	3.8	6.4	34.0	55.9
8. Improving my writing skills	4.0	14.8	53.5	27.8
Career Planning and Development				
9. Identifying possible careers which fit my interests and abilities.	3.2	23.2	46.7	26.9
10. Finding a part-time job.	3.8	17.4	27.3	51.4
11. Obtaining a full-time job in my career after graduation.	4.2	42.0	37.1	16.7
12. Learning how to apply and interview for a job.	3.8	19.6	45.7	30.8
13. Identifying my own abilities, skills, and	20.2	16.0	39.8	23.9

Line left off #13 on several questionnaires--invalid question

31. (cont.)

	Invalid	High Need for Assistance	Some Need for Assistance	Little or No Assistance Needed
Educational Planning and Development				
14. Learning about the specific requirements for my educational program.	2.7	23.2	61.0	13.1
15. Obtaining help with enrollment procedures, including registration.	2.9	18.3	57.1	21.7
16. Obtaining help in transferring to a four-year college or other educational institution.	3.5	21.4	43.3	31.9
17. Learning about the services available for physically handicapped students.	3.8	.6	7.8	87.8
18. Obtaining child care services.	4.3	1.6	5.8	88.3
19. Obtaining transportation to and from campus (car pooling, bus, etc.).	4.4	4.9	16.3	74.3
Personal Development				
20. Learning how to make better decisions and solve personal problems.	3.2	8.7	39.4	48.7
21. Learning how to make more or closer friends.	3.5	5.7	26.7	64.0
22. Learning how to manage my time better.	3.3	12.6	41.1	43.0
23. Setting goals in my life.	3.7	12.5	36.1	47.6
24. Coping with pressures from friends, family, school, and self.	3.6	8.0	33.2	55.3
25. Learning how to stay physically and mentally healthy.	3.5	6.2	28.7	61.4

32. What organizations, clubs, or extracurricular activities would you be interested in participating in during college? (Place a check next to all that apply.)

- ☐ 1. Intercollegiate sports
- ☐ 2. Intramural or club sports
- ☐ 3. Dramatics
- ☐ 4. Campus publications (newspaper, yearbook)
- ☐ 5. Choral groups
- ☐ 6. Instrumental music
- ☐ 7. Outing club
- ☐ 8. Adult student club
- ☐ 9. Student government
- ☐ 10. Cheerleading
- ☐ 11. Minority student organization
- ☐ 12. Social service organizations
- ☐ 13. Curriculum-related organization (Future Secretaries, Engineering Science Club, Student Nurses Association, etc.)
- ☐ 14. Religious organizations
- ☐ 15. Other

Questions invalid--results not reported.

33. To the best of your knowledge which of the following intervals most closely describes your parents' or guardians' income last year? Include total annual income before taxes from all sources. Check one response for each parent even if you are not dependent upon your parents for financial support.

	Father	Mother
1. Not employed	Counted as missing value	
2. Less than $3,000	1.3	13.7
3. $ 3,000 to $ 5,999	1.0	12.1
4. $ 6,000 to $ 8,999	3.1	15.6
5. $ 9,000 to $11,999	4.9	16.8
6. $12,000 to $14,999	8.1	14.6
7. $15,000 to $17,999	7.4	10.4
8. $18,000 to $20,999	10.2	6.5
9. $21,000 to $23,999	9.0	4.0
10. $24,000 to $26,999	12.6	2.3
11. $27,000 to $29,999	10.4	1.6
12. $30,000 to $34,999	9.5	1.2
13. $35,000 to $39,999	8.1	0.7
14. $40,000 and over	14.4	0.5
15. Don't know/not applicable	Counted as missing value	

34. What is your expected income from all sources this year while you are in college?

___ 1. Not employed - Counted as missing value
67.9 2. Less than $3,000
20.5 3. $ 3,000 to $ 5,999
3.1 4. $ 6,000 to $ 8,999
1.5 5. $ 9,000 to $11,999
0.9 6. $12,000 to $14,999
1.0 7. $15,000 to $17,999
0.6 8. $18,000 to $20,999
0.4 9. $21,000 to $23,999
1.1 10. $24,000 to $26,999
0.5 11. $27,000 to $29,999
1.1 12. $30,000 to $34,999
0.6 13. $35,000 to $39,999
0.6 14. $40,000 and over
___ 15. Don't know/not applicable - Counted as missing value

Intended Curriculum - First-Time, Full-Time Students (Q #21)

LIST A

COLLEGE CURRICULUM AREAS

DEGREE-GRANTING CURRICULUM AREAS

%	Business & Secretarial
6.1	01 Accounting
8.6	02 Business Administration
3.5	03 Marketing Management & Sales
5.3	04 Secretarial--Executive
1.4	05 Secretarial--Engineering (Industrial)
1.4	06 Secretarial--Office Services Assist.

	Computer Studies
8.7	07 Computer Science
3.7	08 Data Processing--Business
1.6	09 Data Processing--Tech. (Engineering)

	Engineering & Engineering Tech.
1.7	10 Chem. Engineering Technology
1.8	11 Civil Engineering Technology
4.9	12 Electrical Engineering Tech.
7.3	13 Engineering Science
.1	14 Industrial Technology
3.8	15 Mech. Engineering Technology

	Health Sciences
1.4	16 Dental Hygiene
1.2	17 Medical Assistant
1.2	18 Medical Lab. Technology
1.1	19 Medical Record Technology
3.8	20 Nursing
1.0	21 Radiologic Technology

	Liberal Arts & Sciences
9.0	22 Liberal Arts (AA Degree)
5.9	23 Liberal Arts (AS Degree)

	Special Programs
.8	24 Child Care
2.3	25 Criminal Justice--Police
0	26 Fire Protection Tech.
.3	27 Individual Studies
0	28 Indus. Safety & Occup. Hygiene
.3	29 Paralegal Assist. (AAS)

%	Special Programs (cont.)
2.4	30 Tool & Die Making (AOS Degree)
.2	31 Automotive Service

DIPLOMA PROGRAMS

1.2	32 Business-Accounting
.2	33 Business-Computer Studies
1.4	34 Business-Management
.2	35 Business-Marketing-Sales-Retailing
.5	36 Child Care
2.0	37 Criminal Justice
.1	38 Fire Protection Technology
0	39 Indus. Tech.--Applied Math.
0	40 Indus. Tech.--Chemical
0	41 Indus. Tech.--Civil
0	42 Indus. Tech.--Computer
.1	43 Indus. Tech.--Electrical
0	44 Indus. Tech.--Gen. Tech. Studies
0	45 Indus. Tech.--Indus. Safety & Occupational Hygiene
.1	46 Indus. Tech.--Mechanical
0	47 Indus. Tech.--Production Mgmt.
.5	48 Liberal Arts (diploma)
.1	49 Paralegal Assist. (diploma)

CERTIFICATE PROGRAMS

0	50 Dietetic Assistant
.5	51 General Office
0	52 Interior Design
.1	53 Machinist-Related Instruction
.9	60 Undecided
1.5	No response or invalid

Table 1.1 Fall 1983

AVERAGE GRADE IN HIGH SCHOOL
(% Entering First-Time/Full-Time - Student Reported)

Average Grade	Colleges 4-year public	2-year public	BCC
A or A+	9.1	4.5	4.7
A-	10.6	7.1	7.3
B+	19.2	15.8	21.5
B	26.3	28.7	29.6
B-	14.3	16.7	17.0
C+	13.1	16.2	13.3
C or C-	7.2	10.2	6.4
D	0.3	0.8	0.1

Table 1.2 Fall 1983

AVERAGE GRADE IN HIGH SCHOOL BY BCC PROGRAM TYPE
(% Entering First-Time/Full-Time Freshman - Student Reported)

Average Grade		Transfer Programs*	Non-Transfer Programs
A or A+ A-, B+	High	40.9	28.3
B, B-	Middle	44.7	48.1
C+, C or C- D or Lower	Low	14.4	23.6

*Transfer Programs are defined as those degree programs at BCC which are advertised as transfer oriented and which have at least 60% of the graduates transferring to 4 year colleges.

Table 2.1

ENTERING STUDENTS - FALL 1983 (FIRST TIME/FULL TIME)

EDUCATION OF FATHER
YEARS OF SCHOOL COMPLETED

Father's Education		Colleges 4-yr. public	Colleges 2-yr. public	BCC	Broome County* (Male & Female)
Elementary:	0 - 8 years	5.3	6.0	3.1	15.0
High School:	1 - 3 years	10.8	13.9	10.5	15.6
	Graduate	30.3	36.8	41.2	38.9
Post Secondary	Non-college	5.0	5.4		
College:	1 - 3 years	14.7	12.9	23.6	14.9
	4 yr. graduate or more	34.0	25.0	21.6	15.6
% High School Graduates		84.0	80.1	86.4	69.4

*% of persons 25 years old and over (1980)

Table 2.2

YEARS OF SCHOOL COMPLETED - FATHER'S EDUCATION BY PROGRAM TYPE
(%Entering First-Time/Full-Time Freshman - Student Reported)
Fall 1983

Father's Education		Transfer Programs	Non-Transfer Programs
Elementary:	0 - 8 years	3.8	2.7
High School:	1 - 3 years	7.6	12.6
	Graduate	33.3	46.6
College:	1 - 3 years	27.1	21.0
	4 yr. graduate or more	28.2	17.3
% High School Graduates		88.6	84.9

Table 3.1

EDUCATIONAL ASPIRATIONS -
Highest Degree Planned by College and Program Type
(% Entering Freshmen - Fall, 1983)

Highest Degree Planned Anywhere	4-Year Public Colleges	2-Year Public Colleges	BCC	BCC Transfer	BCC Non-transfer
None	2.0	2.9	1.7	1.7	1.7
Less than 2 yr.	0.6	3.7	8.5	4.3	11.2
Associates	1.4	17.0	27.4	13.2	37.1
Bachelor's	40.9	41.1	41.6	50.1	35.9
Master's	35.2	22.4	15.4	24.1	9.7
Doctorate	8.9	4.2	2.2	3.3	1.5
Professional (law, medicine, etc.)	8.2	5.3	3.2	3.3	3.0
Other	2.9	3.2	-	-	-

Table 3.2

BCC Summary by Program Type

Degree	Transfer	Non-transfer
Less than 2 yr.	6.0	12.9
2 yr.	13.2	37.1
Bachelor's	50.1	35.9
More than Bachelor's	31.7	14.2

Table 4.

ESTIMATED PARENTAL INCOME,
(% Entering Freshmen Fall, 1983 - Student Reported)

Income	4-Year Public Colleges	2-Year Public Colleges	BCC	BCC Transfer	BCC Non-transfer
Less than $6,000	6.1	6.8	3.1	1.8	3.9
$6,000 - 14,999	11.5	19.0	13.2	8.4	16.9
$15,000 - 29,999	38.0	36.9	34.9	33.4	36.0
$30,000 - 39,999	20.8	19.4	24.9	26.5	24.3
$40,000 or more	23.6	17.6	23.9	29.9	18.9

Table 5.

CERTAINTY OF CAREER CHOICE BY BCC PROGRAM TYPE

Certainty of Choice	Transfer Programs	Non-Transfer Programs
Fairly definite	47.5	65.5
Tentative	41.1	29.7
Undecided	11.4	4.9

Table 6.0

Occupation of Parents (U. S. Bureau of Census Categories) - by Program Type
(% Entering First-time, Full-time Students)

Census Category	All Programs Father	All Programs Mother	Transfer Programs Father	Non-Transfer Programs/Father
Professional, technical and kindred workers	26.7	19.0	32.9	22.4
Managers and administrators, except farm	9.0	4.8	9.4	8.8
Sales workers	8.8	7.5	9.6	8.3
Clerical and kindred workers	7.2	39.1	6.8	7.5
Craftsmen and kindred workers	23.6	1.9	21.1	25.3
Operatives, including transport	14.2	10.2	10.5	16.8
Laborers, except farm	2.1	.1	1.8	2.3
Farmers and farm managers	1.3	0	1.1	1.4
Farm laborers and farm foremen	.2	.1	0	.3
Service workers, except private households	5.5	16.4	5.7	5.4
Disabled, including veterans	1.2	.1	1.1	1.5
[Homemaker	0	35.1	0	0
Occupation not reported	9.0	6.3	-	-
Invalid	.3	.3	-	-]

[ ] - Counted as missing values--not included in above percentages

Table 7.0

Parents' Occupational Status (Duncan Socioeconomic Index - SEI)
(%) First-time, Full-time Students by BCC Program Type

Father (n = 1306)

SEI scores	Status	All	Transfer	Non-Transfer
0.0 to 32.3	Low	31.9	25.7	36.8
32.4 to 64.7	Middle	48.9	50.9	47.2
64.8 to 96.0	High	19.2	23.4	16.0

Mother (n = 846)

SEI scores	Status	All	Transfer	Non-Transfer
0.0 to 32.3	Low	29.5	25.4	32.3
32.4 to 64.7	Middle	60.4	63.3	58.3
64.8 to 96.0	High	10.0	11.2	9.3

The classical measure of occupational status was developed by Otis Dudley Duncan. The scores on his socioeconomic index (SEI) ranged from a high of 96 points to a low of zero. Here, we have grouped the status scores into three ranges, low, middle and high. As an example, on the Duncan scale an electrical engineer has a status score of 84.0, banktellers have a score of 52.0 and janitors have a score of 12.7. These fit into our high, middle, and low ranges respectively. Since Duncan's research was based on males, the scores presented here for mothers may be less meaningful than those for fathers.

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ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
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